

# Bemidji State University

## ED 3100: Introduction to the Foundations of Public School Education

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Introduction to the historical, social, and political foundations of public school education. Introduction to the roles, functions, and responsibilities of an elementary or secondary public school teacher; a practicum experience. Prerequisites: Completion of MTLE Basic Skills, 2.5 GPA, and 30 credits.

**B. COURSE EFFECTIVE DATES:** 09/22/2000 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. 1 on 1 Advising for Success
2. Diversity Reflections
3. History Collaborative
4. Lesson Plan Format
5. Paradigm Models
6. Portfolio: Journaling & Library Research
7. SEP Analysis

#### **D. LEARNING OUTCOMES (General)**

1. understand the role of continuous development in technology knowledge and skills representative of technology applications for education.
2. understand how student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
3. know major areas of research on teaching and of resources available for professional development.
4. understand the role of reflection and self-assessment on continual learning.
5. understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.
6. understand the influences of the teacher's behavior on student growth and learning.
7. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired.
8. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals.
9. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms.
10. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress.
11. develop a learning community in which individual differences are respected.
12. plan instructional programs that accommodate individual student learning styles and performance modes.
13. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success.

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted